**K-5 ELA Lesson Plan**

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| **Teacher: Stewart, Vasquez** | | **Grade: Kindergarten** | | | **Date(s)**: Wednesday, September 12, 2012 |
| **Unit Title: I am a story teller (Brown Bear, Brown Bear)**  **\*For me to keep in mind:**  1. Good readers include important details when they retell the stories that they have heard or read.  **\*For teachers: APK: Activating Prior Knowledge**  **GP (we): Guided Practice, IP (I): Independent Practice**  **PBIS focused lessons.** | | | **Corresponding Unit Task:**  **Task I**  **Time to Talk**  Students will learn conversational skills, retell a story and create a page for a book that will be completed later in the unit. | | |
| **Essential Question(s):**  How do good readers retell a story? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **(Eric Carle) Brown Bear, Brown Bear book, Gaggle video (retell), Continent/atlas/map of North America (Canada). Picture cards ( if needed** [**http://www.dltk-teach.com/books/brownbear/index.htm**](http://www.dltk-teach.com/books/brownbear/index.htm)**) letter tiles (at bottom of LP), labeled color cards of choice (at bottom of LP if needed), paper, writing manipulative of choice. Alphabet, Boogie** [**http://player.discoveryeducation.com/index.cfm?guidAssetId=8911FFDF-ADBB-4250-BBDC-F33CE9FB631C**](http://player.discoveryeducation.com/index.cfm?guidAssetId=8911FFDF-ADBB-4250-BBDC-F33CE9FB631C) | | | | **Color Word: i.e. blue, brown, purple, et.**  **Retell** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **RL.K.3 -** With prompting and support, identify characters, settings and major events in a story.  **L.K.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.  Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to *duck*).  **I Can Statement(s):**   * …retell the story. * …identify colors and color words.   **Instructional Plan:**  **APK:** Inform students that most brown bears are found in northwestern states, Alaska and Canada (point to the continent of NA focus may be Canada).  **GP:**   * Review essential vocabulary. * Read the story focus on color and color words.   **IP:** Students retell story to AB partner. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Writing**  **Standards: L.K.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **RF.K.3a** – Knows one to one letter sound correspondence primary sounds for consonants.  **I Can Statement(s): …write the letter Gg.**  **I can identify the beginning Gg sound.**  **Instructional Plan:**  **APK:** Remind students of past lessons of writing letters.  **GP:** Demonstrate how to write the letter Gg. Teacher and student air write the letter Gg.  **IP:** Students write the letter Gg and draw a picture of something that start with the Gg. Label picture with Gg. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  Guided Practice  Independent | **Word Study**  **RF.K.1** - Demonstrate understanding of the organization and basic features of print.   1. Recognize and name all upper- and lowercase letters of the alphabet.   **L.K.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.  Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to *duck*).  **I Can Statement(s):**   * …identify and form colors and color words.   **Instructional Plan:**  **APK:** Inform students they will be in groups (of teacher choice).  **GP:** teacher shows how to use baggie (labeled color card and specific letter tiles) to form color words.  **IP:** Students work in groups to form color words with tiles. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  Guided Practice  Independent | **Speaking & Listening**  **Standards: RL.K.2** - With prompting and support, retell familiar stories including key details.  **I Can Statement(s):** I can retell a story.  **Instructional Plan:**  Retell story to AB partner using story picture cards (http://www.dltk-teach.com/books/brownbear/index.htm). | | | | |
| **Closing/Summarizing Strategy** | **Review color words.**  **Students spell words with their body.**  **Teacher can use the Alphabet Boogie (**[**http://player.discoveryeducation.com/index.cfm?guidAssetId=8911FFDF-ADBB-4250-BBDC-F33CE9FB631C**](http://player.discoveryeducation.com/index.cfm?guidAssetId=8911FFDF-ADBB-4250-BBDC-F33CE9FB631C)**) or other alphabet aerobics activity.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Write color words.** | | **Assist children with forming color words.** | | | **Picture Cards to represent color words.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Labeled Gg picture and informal observation of student retelling and word formation.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

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